Lamar Consolidated Independent School District

Foster High School

2022-2023 Campus Improvement Plan

Mission Statement

School Mission

To educate all students by ensuring access to a superior education through inspired leadership among parents, teachers, administrators, and staff, allowing students to achieve their full potential to participate in future social, economic and educational opportunities in their community.

Vision

Above all, Students first!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Foster High School has a diverse population of students with our free and reduced lunch population reaching 38.8% in the 2020-21 school year. 71% of our teachers in 2020-21 were white compared to 30% of the student body. Foster will need to recruit highly qualified minority teachers in the future in order to mirror more closely our student population and prepare our teachers appropriatly so they can reach economically disadvantaged students.

Enrollment by Race/Ethnicity

African American	24.2%
Hispanic	32.2%
White	30.7%
American Indian	0.5%
Asian	9.4%
Pacific Islander	0.1%
Two or More Races	3.0%

Enrollment by Student Group

Economically Disadvantaged	38.8%

Economically Disadvantaged   50.0%
Special Education   8.3%
Emergent Bilingual/EL   6.5%

Mobility Rate (2019-20)   9.2%

Staff Information	--------- Campus ---------	
	Count/Average	Percent
Total Staff	136.7	100.0%
Professional Staff:	124.9	91.4%
Teachers	106.5	77.9%
Professional Support	11.4	8.3%
Campus Administration (School Leadership)	7.0	5.1%
Educational Aides:	11.8	8.6%
Librarians and Counselors (Headcount):		
Full-time Librarians	1.0	n/a
Part-time Librarians	0.0	n/a
Full-time Counselors	4.0	n/a

Part-time Counselors	0.0	n/a
Total Minority Staff:	40.1	29.3%
Teachers by Ethnicity:		
African American	14.3	13.4%
Hispanic	10.1	9.4%
White	76.0	71.3%
American Indian	0.0	0.0%
Asian	4.2	3.9%
Pacific Islander	0.0	0.0%
Two or More Races	2.0	1.9%
Teachers by Sex:		
Males	42.8	40.2%
Females	63.7	59.8%
Teachers by Highest Degree Held:		
No Degree	0.5	0.5%
Bachelors	69.6	65.4%
Masters	36.4	34.2%
Doctorate	0.0	0.0%

Teachers by Years of Experience:

Beginning Teachers	0.1	0.1%
1-5 Years Experience	18.7	17.6%
6-10 Years Experience	31.0	29.1%
11-20 Years Experience	31.7	29.7%
21-30 Years Experience	22.0	20.6%
Over 30 Years Experience	3.1	2.9%

Fall Economic Disadvantage Year Comparison Percentages - Number of Years Displayed: 5 Possible Years
County-District Number: 079901 District Name: LAMAR CISD

Fall Economic Disadvantage Year Comparison Percentages - Number of Years Displayed: 5 Possible Years

	2017 - 2018			2018 -	
	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total
079901003 - Foster H S	511	2054	24.8783	569	19:

CAMPUS	Total Students	Raw Score	Scale Score	Percent Score	Yearly Progress Indicator				TELPAS Compos		
					Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher	No Rating	Beginning	Int
Foster High School	142	22	1538	60%	65%	35%	0%	0%	1%	5%	27%

Demographics Strengths

Foster High School's student population is the most diverse population in the Lamar Consolidated Independent School District.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Foster High School's staff does not mirror the student population we serve. **Root Cause:** This has never been a priority when hiring.

Problem Statement 2: Foster High School's Economically Disadvantaged student group continues to grow. **Root Cause:** Recent re-zoning and the nation wide pandemic have played a role in the rise in poverty for our school.

Student Learning

Student Learning Summary

	Spring 2022 STAAR EOC, US History				Spring 2021 STAAR EOC, US His		
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets
Foster High School	505	97.03%	88.12%	63.56%	467	95.72%	84.80%

	Spring 2022 STAAR EOC, Biology				Spring 2021 STAAR EOC, Biol		
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets
Foster High School	599	94.49%	83.64%	49.42%	512	92.58%	75.59%

	Spring 2022 STAAR EOC, Algebra I				Spring 2021 STAAR EOC, Algeb		
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets
Foster High School	440	88.86%	76.82%	57.73%	323	82.04%	56.35%

	Spring 2022 STAAR EOC, English I				Spring 2021 STAAR EOC, Engli		
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets
Foster High School	641	85.80%	79.25%	38.69%	525	86.29%	76.57%

	Spring 2022 STAAR EOC, English II				Spring 2021 STAAR EOC, Engli		
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets
Foster High School	558	86.92%	79.75%	24.37%	501	89.22%	80.24%

	Compare 19 to 22, US History				Compare 21 to 22, US History		
+/-	Approaches	Meets	Masters	+/-	Approaches	Meets	Masters
	1.03%	-0.88%	-5.44%		1.31%	3.32%	2.53%

	Compare 19 to 22, Biology				Compare 21 to 22, Biology		
+/-	Approaches	Meets	Masters	+/-	Approaches	Meets	Masters
	-0.51%	0.64%	7.42%		1.91%	8.05%	13.29%

	Compare 19 to 22, Algebra I				Compare 21 to 22, Algebra I		
+/-	Approaches	Meets	Masters	+/-	Approaches	Meets	Masters
	-0.14%	5.82%	9.73%		6.82%	20.47%	24.60%

	Compare 19 to 22, English I				Compare 21 to 22, English I		
+/-	Approaches	Meets	Masters	+/-	Approaches	Meets	Masters
	1.80%	4.25%	15.69%		-0.49%	2.68%	6.12%

	Compare 19 to 22, English II				Compare 21 to 22, English II		
+/-	Approaches	Meets	Masters	+/-	Approaches	Meets	Masters
	0.92%	8.75%	8.37%		-2.30%	-0.49%	-4.37%

	Spring 2022 STAAR EOC, US History			
	Total Students	Approaches	Meets	Masters
Foster High School	505	97.03%	88.12%	63.56%
Economic Disadvantage	176	96.59%	81.82%	55.68%
American Indian/Alaskan Native	2	100%	100%	0%
Asian	44	97.73%	97.73%	86.36%
Black/African American	136	94.85%	86.03%	57.35%
Hispanic	159	97.48%	84.91%	58.49%
Two or More Races	17	100%	88.24%	58.82%
White	147	97.96%	90.48%	69.39%
Currently Emergent Bilingual	39	92.31%	74.36%	38.46%
First Year of Monitoring	1	100%	100%	100%
Second Year of Monitoring	4	100%	100%	50%

	Spring 2022 STAAR EOC, Biology		
	Total Students	Approaches	Meets	Masters
Foster High School	599	94.49%	83.64%	49.42%
Economic Disadvantage	211	87.68%	70.62%	31.28%
American Indian/Alaskan Native	2	100%	100%	50%
Asian	56	98.21%	91.07%	71.43%
Black/African American	149	91.95%	78.52%	43.62%
Hispanic	179	92.74%	79.33%	36.31%
Native Hawaiian/Pacific Islander	2	100%	100%	50%
Two or More Races	24	95.83%	87.50%	66.67%
White	187	96.79%	88.77%	57.75%
Currently Emergent Bilingual	49	77.55%	40.82%	8.16%
First Year of Monitoring	2	100%	50%	0%
Second Year of Monitoring	15	100%	100%	40%
Special Ed Indicator	57	63.16%	29.82%	8.77%

	Spring 2022 STAAR EOC, Algebra I			
	Total Students	Approaches	Meets	Masters
Foster High School	440	88.86%	76.82%	57.73%
Economic Disadvantage	190	82.63%	68.95%	44.21%
American Indian/Alaskan Native	1	100%	100%	0%
Asian	27	100%	92.59%	77.78%
Black/African American	127	83.46%	75.59%	58.27%
Hispanic	157	88.54%	71.97%	50.96%
Two or More Races	9	88.89%	77.78%	55.56%
White	119	92.44%	80.67%	62.18%
Currently Emergent Bilingual	54	83.33%	59.26%	29.63%
First Year of Monitoring	1	100%	100%	100%
Second Year of Monitoring	10	100%	90%	90%
Special Ed Indicator	70	61.43%	32.86%	14.29%

	Spring 2022 STAAR EOC, English I			
	Total Students	Approaches	Meets	Masters
Foster High School	641	85.80%	79.25%	38.69%
Economic Disadvantage	242	75.21%	64.46%	24.38%
American Indian/Alaskan Native	2	100%	50%	0%
Asian	58	91.38%	89.66%	62.07%
Black/African American	160	84.38%	76.25%	34.38%
Hispanic	197	80.71%	71.57%	28.43%
Native Hawaiian/Pacific Islander	2	100%	100%	50%
Two or More Races	25	92%	84%	52%
White	197	89.34%	85.79%	44.16%
Currently Emergent Bilingual	65	50.77%	41.54%	4.62%
First Year of Monitoring	1	100%	100%	100%
Second Year of Monitoring	15	100%	100%	46.67%
Special Ed Indicator	77	33.77%	23.38%	1.30%

	Spring 2022 STAAR EOC, English II			
	Total Students	Approaches	Meets	Masters
Foster High School	558	86.92%	79.75%	24.37%
Economic Disadvantage	222	80.63%	70.72%	14.41%
American Indian/Alaskan Native	1	100%	100%	0%
Asian	53	96.23%	86.79%	26.42%
Black/African American	139	82.73%	74.10%	20.14%
Hispanic	191	83.77%	74.35%	20.94%
Native Hawaiian/Pacific Islander	1	100%	100%	0%
Two or More Races	14	92.86%	92.86%	21.43%
White	159	90.57%	87.42%	32.08%
Currently Emergent Bilingual	55	61.82%	43.64%	1.82%
First Year of Monitoring	7	100%	71.43%	0%
Second Year of Monitoring	12	100%	91.67%	16.67%
Special Ed Indicator	46	41.30%	28.26%	4.35%

Student Learning Strengths

Biology and History met the 90,60,30 goal on EOC for approaches, meets and masters.

Algebra and English had the highest masters percentage in the district.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: EB scores continue to lag significantly below the average student. **Root Cause:** Attendance in class daily is not always occurring. Each EB and Sped student has unique needs.

Problem Statement 2: Sped scores continue to lag significantly below the average student. **Root Cause:** Attendance in class daily is not always occurring. Each Sped student has unique needs.

School Processes & Programs

School Processes & Programs Summary

Offense Description	2018-2019	2021-2022	Differenc
ASL - Assault Staff	0	1	1
AST - Assault of Stu	2	3	1
BUL - Bullying	2	5	3
BUS - Unaccpt Bus Con	11	8	-3
CCS - Class C Assault	0	1	1
CHE - Cheating	10	11	1
CST - Cls C Asl Staff	0	1	1
DES - Dest. of Prop	2	0	-2
DIS - Disruptive	90	74	-16
DRE - Dress Code	5	1	-4
DRP - Drug Parapherna	0	4	4
DRU - Drugs	10	14	4
ELP - Elopement	0	2	2
FAI - Fail. Rules/Reg	157	983	826
FCS - Felony Ctrl Sub	0	14	14
FIG - Fighting	30	52	22
HAR - Harass Employee	0	4	4
HSP - Horseplay	9	7	-2
IAT - Inapp touching	0	5	5
LAG - Abusive Lang	62	60	-2
LAW - Look like weapn	1	2	1
MCD - Major Camp Disr	15	16	1
MLD - Misuse of media	24	38	14
NON - Non-compliance	590	31	-559
PHC - Phys Conf/Confr	19	17	-2
PLD - Public Lewdness	2	2	0
POR - Pornography	1	1	0
SKI - Skipping Class	203	312	109
SP1/3 - Serious/Persis	6	14	8
STL - Stealing/Theft	6	4	-2
SXH - Sexual Harassme	1	0	-1
SXM - Sexual miscondu	2	0	-2
SXT - Sexting	2	0	-2
TAR - Tardiness	1365	1776	411
TEN - Truancy-10 Unex	13	0	-13

TOB - Poss/Use Tobacc	3	15	12	
TRS/TRT - Threat to Stu/Thr	3	7	4	
TTR - Terroristic Thr	0	1	1	
VAN - Vandal. Schl Pr	1	5	4	
VAP - Vapor cigarette	37	24	-13	
VBC - Verbal confront	0	3	3	
Total	2731	3804	1073	

Campus Attendance for Years: 2019, 2020, 2021, 2022 for All Campuses

	Percent in Attendance	Percent in Attendance	Percent in Attendance	Percent in Attendance
Campus	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
(079901003) - Foster H S	94.32%	94.83%	97.51%	92.33%

School Processes & Programs Strengths

In March we revamped our system of monitoring students in every aspect of the day, increasing faculty visability, which resulted in a huge drop off in fights and tardies.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Disconnection with students getting to class in a timely manner. **Root Cause:** Impact of COVID 19 Current year attendance process.

Problem Statement 2: Students attending class. **Root Cause:** Impact of COVID 19 Ability to stay home and work remotely in 2020-2021

Perceptions

Perceptions Summary

I feel safe at my school	I know how to make new friends	I know what it takes to be a good student at my school	School is preparing me for life after graduation	I have a clear plan after high school	I am expereincing the following (Check all that apply)	Number of students who selected this option	I want my counselor to contact me
Y (84.67%)	Y (88.82%)	Y (96.34%)	Y (67.58%)	Y (69.62%)	A (7%) Being teased/annoyed by other students	98	Y (11.39%)
N (15.12%)	N (10.97%)	N (3.45%)	N (32.21%)	N (30.17%)	B (11%) Feeling depressed	161	N (88.05%)
					C (34%) Feeling stressed out a lot	482	
					D (1%) Drug/alcohol use	16	
					E (25%) Feeling anxious/worried a lot	352	
					F (2%) Feeling scared to come to school	29	
					G (4%) Racial Discrimination	52	
					H (1%) Physical or emotiional abuse	18	
					J 4%) Not having friends/lonely	61	
					K (8%) Feeling Angry a lot	119	
					L (4%) Eating Disorder	54	
					M (1%) Threatened by violence	14	
					N (56%) None of the Above	802	

Perceptions Strengths

96% of our students said they know how to be a good student.

85% of our students said they feel safe at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A large number of students report feeling stressed and/or depressed. **Root Cause:** COVID 19 Rebuilding academic stamina.

Problem Statement 2: Approximately 30% of our students report not having a clear plan post graduation. **Root Cause:** COVID-19 Lack of ability to long term plan. Many students live in the moment.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

- Capacity and resources data

Goals

Goal 1: All students including sub populations will increase 3-5% in Approaches, Meets, and Masters on the English I, English II, Algebra 1, Biology, and US History EOC Tests by the end of the 2022-23 School Year as evidenced by the 2023 EOC results when compared to 2022.

Performance Objective 1: Ensure access to engaging, rigorous, real-world learning opportunities utilizing up-to-date technology supporting quality Tier I instruction for all students.

High Priority

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional development will be provided for departments at the beginning of the school year to review their item analysis for the 2022 EOCs. Teachers will then be guided to determine priority standards for the current school year. (Target Group: All) (NCLB: 1)	**Formative**		
	Nov	**Feb**	**June**
Time Line: August 2022 Staff Development.			
Strategy's Expected Result/Impact: Teachers will be able to identify and verbally communicate the selected priority standards based on EOC results.			
Staff Responsible for Monitoring: Assistant Principal Department Leader Principal			
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional development will be provided to refresh teachers on how to unwrap the TEKS in order to align lessons with the proper level of rigor. (Target Group: All)	**Formative**		
	Nov	**Feb**	**June**
Time Line: August 2022 Staff Development.			
Strategy's Expected Result/Impact: Teacher - created assessments will align to unwrapped TEKS. District assessment results will be evaluated for curriculum alignment.			
Staff Responsible for Monitoring: Assistant Principal Department Leader Principal			
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		

Strategy 3: Administrators and department leaders will provide guidance for their departments to ensure curriculum alignment and rigor between classroom instruction, CFA's, MAP/district and state assessments and will revise lessons as necessary. They will learn how to analyze assessment data to accomplish this task. (Target Group: All)
 	
Time line: Weekly PLC
    Strategy's Expected Result/Impact: Student performance on the district progress monitoring assessments will show alignment between curriculum, instruction and assessments.
    Staff Responsible for Monitoring: Assistant Principal
Department Leader
Principal
Curriculum Leaders
 	
    ESF Levers:
Lever 4: High-Quality Curriculum
	Formative		

	Nov	**Feb**	**June**

Strategy 4 Details	Formative Reviews		

Strategy 4: Teachers will provide daily deep practice questions for students to respond to and deconstruct through bell ringers. (Target Group: All)
 	
Time Line: Weekly
    Strategy's Expected Result/Impact: Summative-District and state assessment results
Formative- Lesson Plans will contain the Deep Practice bell ringers for administrators to review.
    Staff Responsible for Monitoring: Assistant Principal
Department Leader
Principal
 	
    ESF Levers:
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
	Formative		

	Nov	**Feb**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers will incorporate close reading strategies of text in daily classroom instruction as documented in lesson plans and bell ringer activities. (Target Group: All)	Formative		
	Nov	**Feb**	**June**
Time Line: Weekly **Strategy's Expected Result/Impact:** Summative-Students will show a 3-5% increase on the district progress monitoring assessments compared to last year. **Staff Responsible for Monitoring:** Assistant Principal Department Leader Principal **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: All students including sub populations will increase 3-5% in Approaches, Meets, and Masters on the English I, English II, Algebra 1, Biology, and US History EOC Tests by the end of the 2022-23 School Year as evidenced by the 2023 EOC results when compared to 2022.

Performance Objective 2: FHS will continue to utilize appropriate resources for the implementation of Highly Effective PLCs to foster collaboration and learning from one another, and initiate a Highly Effective MTSS Process for Tier II and Tier III students to eliminate gaps in achievement and/or the risk of not graduating with their cohort.

High Priority

Strategy 1 Details	Formative Reviews		
Strategy 1: Foster High School will continue to bring in highly qualified individuals to support and enhance our professional learning communities, (Target Group: All, At Risk)	**Formative**		
	Nov	**Feb**	**June**
Time line: Summer			
Strategy's Expected Result/Impact: Teacher certification credentials			
Staff Responsible for Monitoring: Principal			
Associate Principal			
Assistant Principals			
ESF Levers:			
Lever 2: Effective, Well-Supported Teachers			

Strategy 2 Details	Formative Reviews		
Strategy 2: Students struggling academically will be placed in a specialized support class with specially selected staff for English and Science to allow for extra attention and time. (Target Group: All, At Risk)	**Formative**		
	Nov	**Feb**	**June**
Time line: Summer			
Strategy's Expected Result/Impact: Summative-STAAR EOC Cumulative PASS Rate, Performance Formative-CFA student performance data and the district progress monitoring assessment student performance data.			
Staff Responsible for Monitoring: Associate Principal			
Assistant Principal			
ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: The entire staff will be trained on Quality PLCs and MTSS. (Target Group: All, At Risk)	**Formative**		
Time line: August 2022 Staff Development.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Sign in Sheet **Staff Responsible for Monitoring:** Intervention Team **ESF Levers:** Lever 2: Effective, Well-Supported Teachers			

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will increase the rigor and relevance of the instructional program for all students, using the LCISD curriculum, supplies, resources, manipulatives, technology and appropriate activities. (Target Group: All, At Risk)	**Formative**		
Time line: Daily	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Summative-Classroom walkthroughs and lesson plans will show proof of embedding the TEKS within classroom instruction. The district progress monitoring assessment results will show an increase in student performance at the meets level. **Staff Responsible for Monitoring:** Assistant Principal Department Leader **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $17,101			

Strategy 5 Details	Formative Reviews		
Strategy 5: All teachers will meet once a week with their like subject area teachers and review the 4 key questions, and compare the progress to ensure equity and support for all students. (Target Group: All, At Risk)	**Formative**		
Time line: Weekly	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: PLC Documentation **Staff Responsible for Monitoring:** Principal Assistant Principal Department Lead **ESF Levers:** Lever 2: Effective, Well-Supported Teachers			

Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will identify students needing remediation by analyzing district assessment results and Benchmarks. Tutorials will be provided before school and after school. (Target Group: All, At Risk)	Formative		
	Nov	**Feb**	**June**
Time line: Weekly **Strategy's Expected Result/Impact:** Summative-Tutorial logs will provide evidence of student attendance to tutorials and district 6 weeks' assessment data will show evidence of whether tutorials increased student performance and mastery of objectives. Principals will utilize walkthroughs to evaluate instructional strategies used for tutorials. **Staff Responsible for Monitoring:** Assistant Principal Department Leader Principal **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $11,896			

Strategy 7 Details	Formative Reviews		
Strategy 7: Regrouping students will occur for the EOC subjects prior to STAAR to remediate students not meeting specific standard. (Target Group: All, At Risk)	Formative		
	Nov	**Feb**	**June**
Time line: 3-6 weeks Prior to EOC **Strategy's Expected Result/Impact:** Summative-STAAR EOC Cumulative PASS Rate and Performance Formative-CFA student performance data analysis. **Staff Responsible for Monitoring:** Assistant Principal Department Leader **ESF Levers:** Lever 5: Effective Instruction			

Strategy 8 Details	Formative Reviews		
Strategy 8: Advisory Time will be included in every student's schedule to allow for acceleration of students who are struggling with concepts in the classroom as evidenced by their EOC. (Target Group: All, At Risk)	Formative		
	Nov	**Feb**	**June**
Time line: Weekly **Strategy's Expected Result/Impact:** Roll sheets and sign in sheets **Staff Responsible for Monitoring:** Assistant Principal Department Leader **ESF Levers:** Lever 5: Effective Instruction			

Strategy 9 Details	Formative Reviews		
Strategy 9: The MTSS process will include administrators meeting with teachers who have a failure rate greater than 15% and working with those teachers to develop strategies to support students. (Target Group: All, At Risk)	**Formative**		
	Nov	**Feb**	**June**

Time line: Every 6-weeks
   Strategy's Expected Result/Impact: Failure rate by Teacher
   Staff Responsible for Monitoring: Admin Team
 	
   ESF Levers:
   Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction			

Strategy 10 Details	Formative Reviews		
Strategy 10: The MTSS process will include counselors meeting with students who fail 2 or more classes in 6 weeks or fail the same class 2 consecutive 6 weeks. (Target Group: All, At Risk)	**Formative**		
	Nov	**Feb**	**June**

Time line: Every 6-weeks
   Strategy's Expected Result/Impact: Conference log
   Staff Responsible for Monitoring: Counselor
Assistant Principal
 	
   ESF Levers:
   Lever 5: Effective Instruction			

Strategy 11 Details	Formative Reviews		
Strategy 11: Due to the negative instructional impact of COVID-19 on the 2020-2021 and 2021-2022 school years, Credit Recovery will be available to at risk students before and after school and during the school day to support the successful graduation of at-risk students with their cohort. (Target Group: All, At Risk)	**Formative**		
	Nov	**Feb**	**June**

Time line: September-May
   Strategy's Expected Result/Impact: Credits Earned
   Staff Responsible for Monitoring: Counselor
Credit Recovery
Teacher
 	
   ESF Levers:
   Lever 5: Effective Instruction
   Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $1,446, A, Williams - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $32,445.22			

Strategy 12 Details	**Formative Reviews**		
Strategy 12: Outside tutors will be used to work with 4545 students in EOC subjects to address concepts not mastered in the prior year. (Target Group: All, At Risk)	**Formative**		
	Nov	**Feb**	**June**

Time line: October-May
    Strategy's Expected Result/Impact: Summative-STAAR EOC Cumulative PASS Rate and Performance Formative-CFA student performance data
    Staff Responsible for Monitoring: Assistant Principal,
Department Leader
 	
    ESF Levers:
    Lever 5: Effective Instruction
    Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $11,896			

Strategy 13 Details	**Formative Reviews**		
Strategy 13: The MTSS process will include counselors and administrators meeting with students and parents prior to any student graduating on the minimum plan. (Target Group: All, At Risk)	**Formative**		
	Nov	**Feb**	**June**

Time line: As needed
    Strategy's Expected Result/Impact: Conference log
    Staff Responsible for Monitoring: Counselor
Assistant Principal
 	
    ESF Levers:
    Lever 5: Effective Instruction			

Strategy 14 Details	**Formative Reviews**		
Strategy 14: Due to a decrease in 2019 to 2022 US History Masters scores, teachers will work with the curriculum specialist for History to plan weekly instruction and create rigorous tests aligned to the curriculum.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in scores at benchmark **Staff Responsible for Monitoring:** Assistant Principal and Department Head			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: All students including sub populations will increase 3-5% in Approaches, Meets, and Masters on the English I, English II, Algebra 1, Biology, and US History EOC Tests by the end of the 2022-23 School Year as evidenced by the 2023 EOC results when compared to 2022.

Performance Objective 3: FHS will provide personalized learning for each student's interests and ability to eliminate gaps in achievement by providing appropriate resources and intervention/enrichment to special populations. (Target Group: EB ,SPED and At Risk)

High Priority

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will receive training in the ELPS, will include the ELPS in their lesson plans and implement the ELPS with fidelity in classroom instruction to meet individual student needs and eliminate the achievement gap. (Target Group: EB, LEP)	**Formative**		
	Nov	**Feb**	**June**
Time line: August Training, Weekly documentation **Strategy's Expected Result/Impact:** Lesson plans will include ELPS and classroom walkthroughs will show proof of ELPS implementation. **Staff Responsible for Monitoring:** Assistant Principal(s), ESL Lead, Principal **ESF Levers:** Lever 5: Effective Instruction			

| Strategy 2 Details	Formative Reviews		
Strategy 2: EB students identified by low performance on the EOC English test as well as low reading scores on TELPAS will attend tutorials to receive additional support. (Target Group: EB, LEP)	**Formative**		
	Nov	**Feb**	**June**
Time line: October-March **Strategy's Expected Result/Impact:** Tutorial Logs. District assessment results will show an increase on writing objectives. Revised/Removed, Tutorials have occurred as needed with the ESL teacher and the English Learners in her classroom, but other students have not been brought in due to COVID. **Staff Responsible for Monitoring:** Assistant Principal(s), Principals, ESL Lead			

Strategy 3 Details	Formative Reviews		
Strategy 3: Each 6-weeks the Emergent Bilingual's grades will be reviewed, and parents will be called to discuss concerns and get parent feedback to meet individual student needs and help eliminate the achievement gap. (Target Group: ESL, LEP)	Formative		
	Nov	**Feb**	**June**

Time line: Every 6-weeks
    Strategy's Expected Result/Impact: Phone log and Data Sheets
    Staff Responsible for Monitoring: Assistant Principal(s)
ESL Lead
Counselor(s)
 	
    ESF Levers:
Lever 5: Effective Instruction
    Funding Sources: ESL Lead - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $88,782			

Strategy 4 Details	Formative Reviews		
Strategy 4: Emergent Bilinguals and their parents will be invited to attend a special guidance session on the college application process and important information regarding how to best prepare their child for college. (Target Group: ESL, LEP)	Formative		
	Nov	**Feb**	**June**

Time line: October and January
    Strategy's Expected Result/Impact: Sign in sheet
    Staff Responsible for Monitoring: Assistant Principal(s)
ESL Lead
Counselor(s)
 	
    ESF Levers:
Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		
Strategy 5: Inclusion Teachers will meet with classroom teachers to analyze classroom and district progress monitoring assessment results to determine error patterns for students serviced through the SPED program to eliminate the achievement gap. (Target Group: SPED)	Formative		
	Nov	**Feb**	**June**

Time line: Every 6-weeks
    Strategy's Expected Result/Impact: the district progress monitoring assessments will show improvement in closing the gaps for students in the SPED program.
    Staff Responsible for Monitoring: Assistant Principal(s)
Department Leader
Inclusion Teacher
 	
    ESF Levers:
Lever 5: Effective Instruction			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: General education teachers will partner with master list teachers to track the progress of students in the SPED program and will adjust accommodations/modifications as appropriate based on the student's performance to help eliminate the achievement gap. (Target Group: SPED)	**Formative**		
	Nov	**Feb**	**June**
Time line: September-May			
Strategy's Expected Result/Impact: Summative-Six week's student grades will be analyzed for progress.			
Staff Responsible for Monitoring: Assistant Principal(s)			
Department Leader			
Inclusion Teacher			
ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Using collaboration as a resource, every Special Education Teacher will pull the students from their master list once a six weeks in order to assist the students with missing assignments or assignments they need additional help with. (Target Group: SPED)	**Formative**		
	Nov	**Feb**	**June**
Time line: 1st-4th 6 weeks			
Strategy's Expected Result/Impact: Schedules			
Staff Responsible for Monitoring: Master List Teacher			

Strategy 8 Details	**Formative Reviews**		
Strategy 8: In order to provide equal access to our at-risk population, Foster High School will maintain a system for checking out instructional resources through the library for students to have equal access.(Target Group: At Risk)	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Reduction in failures due to missing assignments.			
Staff Responsible for Monitoring: Librarian and Counselor			
Targeted Support Strategy - Additional Targeted Support Strategy			
Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: All students including sub populations will increase 3-5% in Approaches, Meets, and Masters on the English I, English II, Algebra 1, Biology, and US History EOC Tests by the end of the 2022-23 School Year as evidenced by the 2023 EOC results when compared to 2022.

Performance Objective 4: Equip all parents and guardians with the tools to support student learning and growth.

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure all teachers have a canvas homepage that is updated and published with campus and district level expectations. (Target Group: All)	**Formative**		
	Nov	**Feb**	**June**

Time line: August
    Strategy's Expected Result/Impact: Canvas Home -Page Report
    Staff Responsible for Monitoring: Admin Team
Librarian
 	
    ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Inform and support Parents about the Canvas System through multiple forms of communication, and utilize district resources to support parents in the use of Canvas. (Target Group: All)	**Formative**		
	Nov	**Feb**	**June**

Time line: Weekly
    Strategy's Expected Result/Impact: E-mail, Social Media, Web-page, Meeting Documentation, Weekly Newsletter
    Staff Responsible for Monitoring: Admin Team
Librarian
 	
    ESF Levers:
Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize district resources for parents needing support with Skyward and communicate the plan to all stake holders. (Target Group: All)	Formative		
	Nov	**Feb**	**June**
Time line: August-May			
Strategy's Expected Result/Impact: Contact support person identified and communicated to staff			
Staff Responsible for Monitoring: Admin Team			
Associate Administrative Assistant			
ESF Levers:			
Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
Strategy 4: Inform parents of available tutorials for all classes through multiple forms of communication. (Target Group: All)	Formative		
	Nov	**Feb**	**June**
Time line: August-May			
Strategy's Expected Result/Impact: E-mail, Social Media, Web-page, Meeting Documentation, and Weekly Newsletter			
Staff Responsible for Monitoring: Associate Principal			
ESF Levers:			
Lever 3: Positive School Culture			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: Equip students with knowledge and skills to succeed in a changing world by returning The College Career and Military Readiness rate to pre-COVID-19 status when comparing 2019 and 2023 TAPR reports. Long Term: The percent of CCMR students will increase from 76% to 89% by August 2025.

Performance Objective 1: Ensure the curriculum equitably prepares students to achieve their preferred career aspirations by enhancing both rigorous Career and Technical Education (CTE) and college preparatory programs.

> **High Priority**

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will conduct an open lab for SAT tutorials during the school year. (Target Group: All Students)	Formative		
Time line: Weekly (October-March)	Nov	Feb	June
Strategy's Expected Result/Impact: Increase in SAT scores **Staff Responsible for Monitoring:** Department Lead **ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Advisory Time will be used for enrichment of GT and advanced students by providing time for students to collaborate on assignments with their peers and study strategies.	Formative		
Time line: Weekly	Nov	Feb	June
Strategy's Expected Result/Impact: Increase in CCMR **Staff Responsible for Monitoring:** Principal Assistant Principal Department Lead **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Identify benchmark trends on NMSQT/SAT assessments. Identify and evaluate what students need to know and be able to do in order to meet CCMR benchmarks and collaborate with peers how to bridge the gap in daily instruction. Time line: October **Strategy's Expected Result/Impact:** Increase in AP scores **Staff Responsible for Monitoring:** AP Teacher **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Formative**		
	Nov	**Feb**	**June**

Strategy 4 Details	Formative Reviews		
Strategy 4: Math and English teachers will utilize SAT questions for deep practice to improve SAT scores. (Target Group: All) Time line: Weekly **Strategy's Expected Result/Impact:** Increase in SAT scores **Staff Responsible for Monitoring:** Math and English Teachers, Department Lead **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Formative**		
	Nov	**Feb**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: The CTE department will encourage specific course pathway entry and completion through course selection showcases, student conferences, quality coursework, and successful industry certifications. Time line: Weekly **Strategy's Expected Result/Impact:** Increase in CCMR Increase in Certifications (CTE coding) **Staff Responsible for Monitoring:** CTE Teachers **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	**Formative**		
	Nov	**Feb**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: Equip students with knowledge and skills to succeed in a changing world by returning The College Career and Military Readiness rate to pre-COVID-19 status when comparing 2019 and 2023 TAPR reports. Long Term: The percent of CCMR students will increase from 76% to 89% by August 2025.

Performance Objective 2: Ensure the road to college is clearly communicated and understood for all students and supports their individual situations and aspirations.

> **High Priority**

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a sense of community among students who are potential National Merit Scholars by communicating ways to prepare, the benefits of achieving that honor and the rewards of being recognized as a National Merit Scholar. (Target Group: All)	Formative		
	Nov	Feb	June
Time line: August- September			
Strategy's Expected Result/Impact: List of students who were invited Number of kids logging into Kahan Academy Periodic check ups - August & September **Staff Responsible for Monitoring:** Counselors Associate Principal **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: All AP students' parents will receive correspondence encouraging them to sign up for the AP Test to give them an opportunity to earn college credit. This will be done through Canvas reminders, Skyward announcements and newsletters. (Target Group: All)	Formative		
	Nov	Feb	June
Time line: November and March			
Strategy's Expected Result/Impact: Parent Contact Log **Staff Responsible for Monitoring:** AP Teacher **ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: All students will be shown how to link their PSAT or SAT scores to Kahn Academy for skills practice to improve their SAT scores. (Target Group: All)	**Formative**		
	Nov	**Feb**	**June**
Time line: September-December			
Strategy's Expected Result/Impact: Lesson Plans			
Staff Responsible for Monitoring: Classroom Teacher			
College Career Facilitator			
ESF Levers:			
Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
Strategy 4: The College and Career Facilitator will meet with every Junior and Senior to assist with college applications and scholarships. She will also be available to assist all students individually as needed with questions about endorsements, college/careers. (Target Group: All, At Risk)	**Formative**		
	Nov	**Feb**	**June**
Time line: September-December			
Strategy's Expected Result/Impact: Conference log			
Staff Responsible for Monitoring: College and Career Facilitator			
ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		
Strategy 5: Notifications will be sent to parents about their personal Schoolinks account and what is available for students and what should be accomplished per grade level. (Target Group: All)	**Formative**		
	Nov	**Feb**	**June**
Time Line: September			
Strategy's Expected Result/Impact: Notification Log			
Staff Responsible for Monitoring: College and Career Facilitator			
ESF Levers:			
Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 6 Details	Formative Reviews		
Strategy 6: A comprehensive list will be provided to the leadership team identifying the students who have met the CCMR requirement. This list will be reviewed monthly to continue to identify students who can be added. (Target Group: All)	**Formative**		
	Nov	**Feb**	**June**

Time line: Monthly
    Strategy's Expected Result/Impact: Current list available on Share Drive
    Staff Responsible for Monitoring: College Career Facilitator/Testing Coordinator
 	
    ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 3: FHS will provide a safe and healthy environment as evidenced by a 3% decrease in overall discipline referrals when comparing end of the year 2022 and 2023 discipline data.

Performance Objective 1: Increase physical, mental and emotional health supports and resources to improve social and emotional well-being among students and staff.

Strategy 1 Details	Formative Reviews		
Strategy 1: Review all teachers on Character Counts (Target Group: All, At Risk)	**Formative**		
Time line: August Staff Development	**Nov**	**Feb**	**June**

Strategy's Expected Result/Impact: Sign in sheet
    Staff Responsible for Monitoring: Principal
Associate Principal
 	
    ESF Levers:
Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide and advertise a framework of student incident/safety reporting through "Crime stoppers" hotline. (Target Group: All, At Risk)	**Formative**		
Time line: October	**Nov**	**Feb**	**June**

Strategy's Expected Result/Impact: Discipline records, Crime stoppers statistics
    Staff Responsible for Monitoring: Assistant Principal(s)
Principal
Counselors
Security
LCISD SRO
 	
    ESF Levers:
Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: Individual counseling will be scheduled using our HGI Counselor throughout the school day to support the social, emotional needs of identified students. (Target Group: All, At Risk)	**Formative**		
	Nov	**Feb**	**June**
Time line: Weekly **Strategy's Expected Result/Impact:** Roll Sheet and sign in sheet Once a week - 15 to 20 students List of kids who lost family members Grouped according to need (Anger, Anxiety, & Bereavement) **Staff Responsible for Monitoring:** Counselors **ESF Levers:** Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
Strategy 4: Struggling students both academically and behaviorally will be identified and tracked starting at the end of the first 6-weeks and reviewed every six weeks. These students will be the most "in need" as identified by grades, attendance and discipline. A personal plan will be developed for each student. The parent will be included in developing the plan. (Tier III students) (Target Group: All, At Risk)	**Formative**		
	Nov	**Feb**	**June**
Time line: Every 6-weeks **Strategy's Expected Result/Impact:** Meeting Minutes/IEP Student performance SuccessEd **Staff Responsible for Monitoring:** Counselors Assistant Principals **ESF Levers:** Lever 2: Effective, Well-Supported Teachers			

Strategy 5 Details	Formative Reviews		
Strategy 5: The entire staff will be trained in Emergency procedures and Emergency drills will be conducted at least once a month. (Target Group: All)	**Formative**		
	Nov	**Feb**	**June**
Time line: August Staff Development/Monthly **Strategy's Expected Result/Impact:** Sign in sheet and monthly drill log **Staff Responsible for Monitoring:** Assistant Principal **ESF Levers:** Lever 3: Positive School Culture			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide fun activities for the staff to support their social and emotional well-being such as Bean Bag Tournament, Chili Cook-Off, Turkey Bowling, Christmas Bingo, and Spring Break Luau. (Target Group: All)	Formative		
	Nov	**Feb**	**June**
Time line: Monthly **Strategy's Expected Result/Impact:** List kept with Principal Secretary **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture			

Strategy 7 Details	Formative Reviews		
Strategy 7: Random Acts of Kindness will be collected from staff members and Posted on the wall to help support the staff's social and emotional well-being. (Target Group: All, At Risk)	Formative		
	Nov	**Feb**	**June**
Time line: Every 6-weeks **Strategy's Expected Result/Impact:** Posters **Staff Responsible for Monitoring:** Principal, Librarian **ESF Levers:** Lever 3: Positive School Culture			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: FHS will provide a safe and healthy environment as evidenced by a 3% decrease in overall discipline referrals when comparing end of the year 2022 and 2023 discipline data.

Performance Objective 2: Ensure that disciplinary interventions consistently address the root cause of behavioral issues and staff understand how to implement disciplinary practices in a clear and equitable way for the well-being of all students.

Strategy 1 Details	Formative Reviews		
Strategy 1: The admin team will review the number of violations of the code of conduct/discipline referrals every six weeks (especially those resulting in ISS and OSS) and communicate patterns and trends back to their departments. (Target Group: All, At Risk)	**Formative**		
	Nov	**Feb**	**June**
Time line: Every 6-weeks			
Strategy's Expected Result/Impact: Discipline records			
Staff Responsible for Monitoring: Assistant Principal(s)			
Instructional Leaders			
Principals			
ESF Levers:			
Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Vaping (THC and Nicotine), truancy, tardies and fighting were identified as high priority targets for FHS and will receive a standard consequence that will be communicated to all stakeholders. (Target Group: All, At Risk)	**Formative**		
	Nov	**Feb**	**June**
Time line: August			
Strategy's Expected Result/Impact: Discipline Records			
Staff Responsible for Monitoring: Assistant Principal(s)			
Principals			
ESF Levers:			
Lever 3: Positive School Culture			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: FHS will provide a safe and healthy environment as evidenced by a 3% decrease in overall discipline referrals when comparing end of the year 2022 and 2023 discipline data.

Performance Objective 3: Increase faculty and student engagement with the district Character Counts program.

Strategy 1 Details	Formative Reviews		

Strategy 1: Each week a student will be recognized for displaying specific Character Counts traits and be included in the daily announcements. Students will have their picture taken and displayed on social media. Each student's parent will be notified and congratulated. (Target Group: All, At Risk)
 	
Time Line: Weekly
    Strategy's Expected Result/Impact: Weekly Twitter and Facebook posts
    Staff Responsible for Monitoring: Assistant Principal(s)
Principals
 	
    ESF Levers:
Lever 3: Positive School Culture
	Formative		

	Nov	Feb	June

Strategy 2 Details	Formative Reviews		

Strategy 2: Character counts quotes are included in our daily announcements representing a Character Counts Pillar each month. (Target Group: All, At Risk)
 	
Time: Line Daily
    Strategy's Expected Result/Impact: Daily Announcements
    Staff Responsible for Monitoring: Principal
 	
    ESF Levers:
Lever 3: Positive School Culture
	Formative		

	Nov	Feb	June

Strategy 3 Details	Formative Reviews		

Strategy 3: Counselors will highlight Character Counts every month with a schoolwide activity. (Target Group: All, At Risk)
 	
Time Line: Monthly
    Strategy's Expected Result/Impact: School Calendar
    Staff Responsible for Monitoring: Counselors
 	
    ESF Levers:
Lever 3: Positive School Culture
	Formative		

	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: All organizations on campus will be asked to choose one or two other organizations to support to show our willingness to "Protect The Nest". Time Line: October	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: More unity between organizations like athletics and fine arts **Staff Responsible for Monitoring:** Head Coach Band Director Student Council lead Choir director Theater lead Cheer Director Dance Director **ESF Levers:** Lever 3: Positive School Culture			

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

State Compensatory

Budget for Foster High School

Total SCE Funds: $163,566.22
Total FTEs Funded by SCE: 1.43
Brief Description of SCE Services and/or Programs

Our Comp Ed funds are used to pay teachers for After School and Saturday EOC Tutorials. The funds are also used to hire outside tutors to tutor during advisories. The Comp Ed funds are also used for supplies and resources we purchase for instruction related to remediation. We fund our ESL teacher with Comp Ed funds and almost half of our athletic trainer's salary for the credit restoration classes he does to help students restore credit in classes they failed.

Personnel for Foster High School

Name	Position	FTE
Amadi Williams	Credit Restoration	0.43
Sarah Cass	ESL Teacher 187	1

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">199 PIC 24 State Compensatory Ed (SCE) Accelerated</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
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